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ABSTRACT

A detailed description is provided of the variable, procedures fostering coordination and improvement of the school program (GOSB), which is part of the analysis in phase I of the Evaluation of Practices in Individualized Schooling. The variable is defined: the questionnaires on which the variable is based are listed: the procedures used to scale the variable are explained: the distribution of the variable in the 156 individually guided education (IGE) schools which participated in phase I is described: and the internal consistency of the variable is reported. (Author/MH)

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Technical Report No. 477

PROCEDURES USED IN PHASE I OF THE IGE EVALUATION TO SCALE THE VARIABLE PROCEDURES FOSTERING COORDINATION AND IMPROVEMENT OF THE SCHOOL PROGRAM

by Gary G. Price, Terence C. Janicki, Judith A. Howard, Deborah M. Stewart, Anne E. Buchanan, and Thomas A. Romberg

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Report from the Project on
Evaluation of Practices in Individualized Schooling

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for Individualized Schooling
The University of Wisconsin
Madison, Wisconsin

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Abstract

This report provides a specific discussion of a variable that is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. The name of the variable is Procedures Fostering Coordination and Improvement of the School Program. Included in this discussion is a verbal definition of the variable, a list of the questionnaire items on which the variable is based, a technical explanation of the procedures used to scale the variable, a description of the distribution of the variable in the 156 schools that participated in the Phase I study, and the internal consistency of the variable. Most readers would find it useful to read Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation, before beginning this one.

This Technical Report provides a detailed description of the variable, Procedures Fostering Coordination and Improvement of the School Program. The description includes a verbal definition of the variable, a list of the questionnaire items on which the variable was based, and a technical explanation of the procedures used to scale the variable. The report also contains a description of the distribution and the internal consistency of the variable. This variable, among others, is part of the analysis in Phase I of the Evaluation of Practices in Individualized Schooling. Phase I, which is a study of 156 Individually Guided Education (IGE) schools, is the large sample part of the overall evaluation effort. Further explanation of the Phase I study and an explanation of the relationship of this variable to the Phase I analysis is given in Technical Report No. 475, Overview of School and Unit Variables and their Structural Relations in Phase I of the IGE Evaluation.

Verbal Definition of the Variable

Procedures Fostering Coordination and Improvement of the School Program is a measure of procedures in the school that are supposed to foster continuing improvement of the overall school program. Included are research and development, staff development, use of volunteers and aides, noninstructional (advisory) contact between teachers and students, and other aspects of home-school-community relations. The abbreviated name of this measure, as used in computing statements, is GOSB.

Explanation of Variable-naming Conventions

This measure, like most of the variables used in Phase I of the IGE evaluation, is a composite of items taken from several different instruments. The names and identification numbers of the respective instruments are given in Table 1, along with other information. The instruments numbered 11, 17, 51, 52, and 53 were given to all staff members[1] of each school studied, and were to be filled out individually. One copy of Instruments 22, 25, and 26 was given to each of the I&R units[2] studied (two I&R units from each school, one that included second grade students and one that included fifth grade students). These instruments were filled out by the unit as a group, after they reached consensus. Instru-ments 23 and 24 were given to teachers of the I&R units studied and they filled them out individually. One copy of Instruments 16 and 21 was given to the IIC of each school, and was filled out by the IIC as a group. Instrument 13, a questionnaire about the entire school, was filled out by the principal of the school.

In order to keep track of information collected from different sources, it was necessary to develop some complex conventions for naming variables. Those conventions are explained here. The abbreviated name of each item and each variable contains eight or fewer

---

[1]Includes all professional personnel (i.e., not aides) assigned at least one-third time to the building in both the 1976-7 and 1977-8 school years.

[2]Includes all professional personnel (i.e., not aides) assigned at least one-third time to the I&R unit in both the 1976-7 and 1977-8 school years and directly involved in planning instruction for the unit students in reading, math, or language arts.

Table 1

Instrument Identification

Test booklet	Instrument	Instrument number	File	Respondent
General staff questionnaire	IGE implementation survey	11	H	School staff members
	Staff background	17	H	School staff members
	Assumptions regarding conditions of schooling	51	H	School staff members
	Job satisfaction survey	52	H	School staff members
	Assumptions regarding learning and knowledge	53	H	School staff members
Unit staff questionnaire	I&R structure and function	22	A,B	Unit as a group
	Record keeping and regrouping	25	A,B	Unit as a group
	Instructional time and objectives	26	A,B	Unit as a group
	Role of staff teacher	23	F,G	All unit teachers
	Instructional practices	24	F,G	All unit teachers
IIC questionnaire	IIC structure and function	21	C	IIC as a group
	Demographic background	16	C	IIC as a group
IGE schools questionnaire	IGE schools questionnaire	13	C	Principal

characters, in order to be readable by computer. The first character of each item and variable name is a letter that indicates the case for whom the item or variable is a measure. In this discussion, variables include information from two or more questionnaire items or transformed information from one item. Items coming from a common source (i.e., the same respondents) were collected into a common data file whose name corresponds to the first letter in the names of all items collected in it. There were six such files. Those files, described in terms of the cases to which they pertain and in terms of their respective alphabetic codes, are:

A I&R units containing 2nd grade students (the I&R unit as a case).

B I&R units containing 5th grade students (the I&R unit as a case).

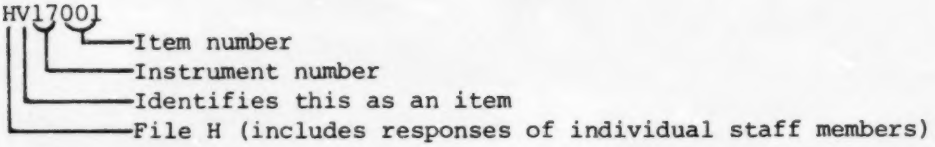
C The entire school as a case.

F Individual teachers of I&R units containing 2nd grade students.

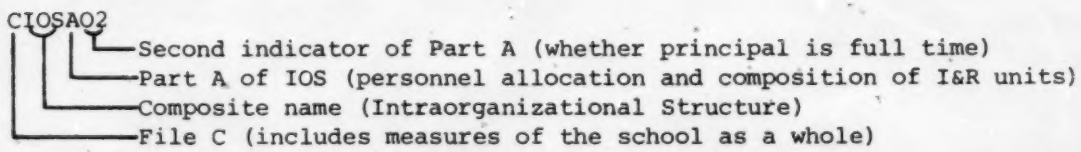
G Individual teachers of I&R units containing 5th grade students.

H Individual staff members employed by the school.

Item names. The second character in all item names is the letter "V," which distinguishes item names from names of other variables. The third and fourth characters in item names denote the number of the instrument of which the item is a part (see Table 1). The fifth, sixth, and seventh, and in some cases, eighth characters in item names contain the identification number of the item within the instrument. For example, Item number 1 from the Staff Background Questionnaire (Instrument 17), which was given to all members of the school staff, is named as follows:



Variable names. Variable names, like item names, begin with an alphabetic code that indicates the cases to which they pertain. Following that first character is an abbreviation of two to four characters used by the evaluation staff to denote the major composite of which the variable is a constituent. Subsequent characters identify the position of the variable in the scaling operation, as diagrammed in Figure 1. For example, one of the constituents of the Intraorganizational Structure composite (IOS) is named as follows:


CIOSA02
Second indicator of Part A (whether principal is full time)
Part A of IOS (personnel allocation and composition of I&R units)
Composite name (Intraorganizational Structure)
File C (includes measures of the school as a whole)

Some of the composites are measures of the school as a whole, whereas others are specific to both the I&R unit (2nd or 5th grade) and the subject area (math or reading). Composites that pertain to the school as a whole are: Interorganizational Relations (IOR), Procedures Fostering Coordination and Improvement of the School Program (GOSB), General Staff Background (GSB), Intraorganizational Structure (IOS), Belief in Individual Differences (INDIV), View of Learning: Constructivism vs. Behaviorism (CVSB), the School's Demographic Setting (DB), General Implementation of the Instructional Programming Model (GOSA), and Teacher Job Satisfaction (JOBSAT).

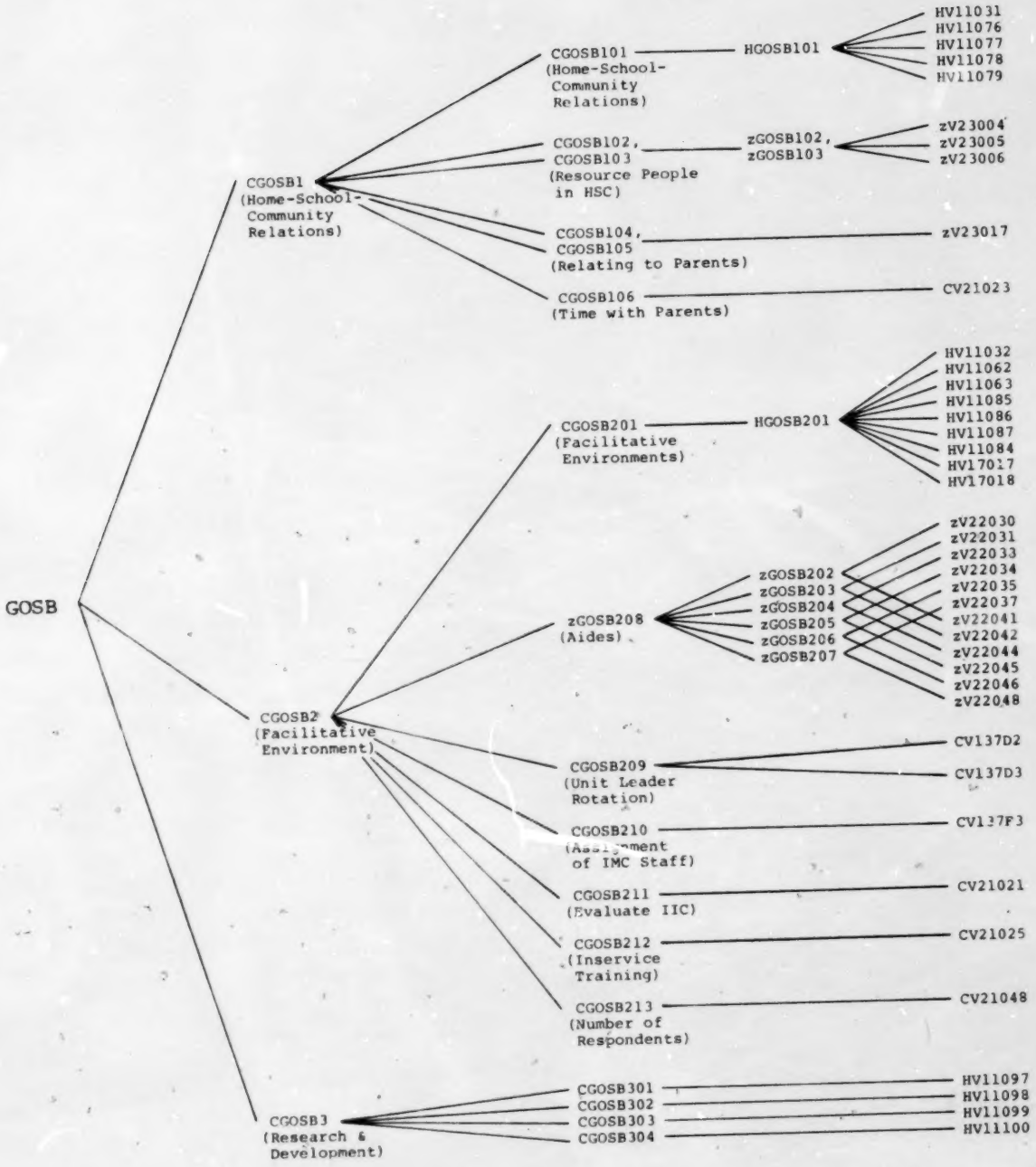


Figure 1. GOSB.

Composites that are specific to I&R unit and subject area are: Utilization of Curriculum Resources (UCR), Information Acquisition (IA), Individualization of Instructional Decisions (IDM), Management of Grouping and of Instructional Continuity (IE), Allocated Learning Time (ALT), and measures of student achievement. In the technical explanations of scaling, composites specific to the 2nd grade I&R unit begin with the letter "A"; composites specific to the 5th grade I&R unit begin with the letter "B." For brevity, a lower case "z" is used as the first letter wherever the explanation of scaling applies to both the 2nd and 5th grade I&R units.

Scaling Procedure

GOSB, the variable which measures Procedures Fostering Coordination and Improvement of the School Program, is divided into three segments: Home-School-Community Relations (CGOSB1); Facilitative Environments (CGOSB2); and Research and Development (CGOSB3). Figure 1 (see page 6) shows a schematic representation of the variable scaling procedures. The actual numerical assignments are not included in the figure. Appendix A contains the items used to measure the variable, and Appendix B contains the Statistical Package for the Social Sciences (SPSS) commands necessary to construct the variable from the data files.

Home-School-Community Relations (CGOSB1)

CGOSB1, the Home-School-Community Relations segment of CGOSB, is divided into four parts, two of which are measured twice, once at each unit level. These parts are labelled CGOSB101 through CGOSB106, as follows:

CGOSB101 Home-School-Community (HSC) relations.

CGOSB102 Resource staff in HSC relations, Unit 2.

CGOSB103 Resource staff in HSC relations, Unit 5.

CGOSB104 Relating to parents, Unit 2.

CGOSB105 Relating to parents, Unit 5.

CGOSB106 Time with parents.

Home-School-Community relations (CGOSB101). HGOSB101 is a simple sum of the respective general staff responses to five items. These items include: HV11031, teacher serves as advisor; HV11076, effectiveness of school procedures for reporting to parents; HV11077, recruitment of volunteers for participation in school activities; HV11078, school use of community material resources; and HV11079, use of visitations in the home and school to enhance communication. Each variable ranges in value from zero to four, yielding a maximum value of 20 for HGOSB101. CGOSB101, which also has a maximum value of 20, is the school mean for HGOSB101.

Resource staff in HSC relations (CGOSB102-Unit 2, CGOSB103-Unit 5). FGOSB102 and GGOSB103 are constructed identically, in files F (Unit 2) and G (Unit 5), respectively. These two variables are each simple sums of the respective unit teachers to three items. The three items are: zV23004, resource person for homerooms; zV23005, resource person for parent contacts; and zV23006, resource person for guidance functions. The sum of dichotomous responses is recoded so that a one is given a two, and a two or three (meaning a respondent is a resource

person in several areas) is given a four. The response of "resource person in one area" is thus weighted just half as heavily as a response of "resource person in more than one area." This is based on the rationale that the former response is fairly typical of a unit teacher and the latter response indicates unusual role flexibility. CGOSB102 is the 2nd grade unit mean on FGOSB102 while CGOSB103 is the 5th grade unit mean on GGOSB103.

Relating to parents (CGOSB104, Unit 2, CGOSB105, Unit 5). CGOSB104 and CGOSB105 are constructed identically, in files F (Unit 2) and G (Unit 5), respectively. Each variable is measured by the response of the unit teachers to one item, zV23017, whether or not the respondent is a resource person who relates to parents. The sum of unit teacher responses to this item is the unit score in the school as a case file, recoded so that a one or higher is assigned a value of two.

Time with parents (CGOSB106). CGOSB106 is measured by the IIC group response to item CX21023, the proportion of time the IIC deals with parents. From 30 to 100% is given a zero, as too much time allocated to this function, from 0 to 9% or from 20 to 29% is given a one, and from 10 to 19% is given a four, representing the optimal IGE allocation of IIC time to parent communication.

CGOSB1, HSC relations, is a simple sum of each of its constituents, CGOSB101, CGOSB102, CGOSB103, CGOSB104, CGOSB105, and CGOSB106. The maximum value attainable on CGOSB1 is 36: twenty points from CGOSB101 (the central indicator of the HCR construct);

four each from CGOSB102, CGOSB103, and CGOSB106; and two each from CGOSB104 and CGOSB105.

Facilitative Environment (CGOSB2)

CGOSB2 is a composite of seven parts, as described below:

CGOSB201 Facilitative environment.

CGOSB208 Aides, a composite of CGOSB202 to CTOSB207.

CGOSB209 Unit leader rotation.

CGOSB210 Assignment of IMC staff.

CGOSB211 Evaluate IIC.

CGOSB212 Inservice training--IIC.

CGOSB213 Number of respondents.

Facilitative environments (CGOSB201). HGOSB201 is a sum of the respective general staff responses to nine items. These items include: HV11032, effectiveness of IIC functioning in coordinating the school educational, developmental, and HSC programs; HV11062, presence of an IMC; HV11063, IMC staffing; HV11084, cooperation of the I&R units, the IIC, and the SPC in providing material resources; HV11085, arrangement of staff development activities; HV11086, staff participation in staff development activities; HV11087, SPC and IIC cooperation in providing release time for staff development; HV17017, respondent attendance at local IGE workshops; and HV17018, respondent attendance at extra-district IGE workshops. Mean responses to these last two items are doubled, so that their sum has a maximum value of four.

This sum is equated with the other items in the composite, each of which has a maximum value of four. CGOSB201 is the school mean on HGOSB201.

Aides (CGOSB208). AGOSB208 and BGOSB208 are sums of responses by the unit as a group to two identical sets of items describing the role of paid aides and volunteer aides, respectively, in the instructional program. Items zV22030 and zV22041 measure definition of responsibilities, items zV22031 and zV22042 measure the range of tasks, items zV22033 and zV22044 measure evaluation procedures, items zV22034 and zV22045 measure attendance at unit meetings, items zV22035 and zV22046 measure inclusion in inservice training, and items zV22037 and zV22048 measure how busy the aides are. Responses to each pair of items are combined and rescaled so that a value of one means an affirmative response to either or both items in the set. Then, the six pairs are summed and rescaled so that the maximum value is four, yielding a measure of aides equivalent in range to the other parts of CGOSB2. This operation is carried out separately for each unit. The average of AGOSB208 and BGOSB208 is summed with the other parts of CGOSB2.

Unit leader rotation (CGOSB209). CGOSB209 is assigned values according to the pattern of responses made by the principal to items CV13702, whether or not the unit leader role is rotated among unit teachers, and CV137D3, how often leaders are rotated. If the school does rotate the unit leader role among teachers, the value assigned

the school is zero, unless the school rotates leaders less than once a year, in which case the value assigned is two. The school receives a four only if the leader role is not rotated among teachers. Rotation of the unit leader role among unit teachers is not compatible with the IGE concept that it is necessary to have an ongoing, stable occupant in the unit leader position.

Assignment of IMC staff (CGOSB210). CGOSB210 is measured by the principal's response to one item, CV137F3, whether or not IMC staff are employed on a regular basis. Schools are given a zero if there is no IMC. Schools are assigned a two if there is an IMC, but no regular staff, and they are given a four if there is an IMC with a regular staff, whether full-time or part-time.

Evaluate IIC (CGOSB211). CGOSB211 is measured by the IIC group response to item CV21021, how often IIC activities are evaluated. A response of "rarely" is assigned a zero, "sometimes" or "continuously" are assigned a two, and "frequently," representing a reasonable balance, is assigned a four.

Inservice training--IIC (CGOSB212). CGOSB212 is measured by the IIC group response to item CX21025, the percentage of time the IIC plans inservice training for the whole staff. From 30 to 100% receives a zero, reflecting an inordinately high percentage of time. From 0 to 9% and from 20 to 29% receives a two, and from 10 to 19% receives a four, representing the optimal IGE allocation of IIC time to arranging staff inservice training.

Number of respondents (CGOSB213). CGOSB213 is measured by the IIC group response to item CV21048, which asks how many staff were involved in responding to the IIC questionnaire. A response of one person receives a zero, and responses of from two to twelve or more people receive a four. This qualifies the total profile on CGOSB2 somewhat, due to the potential misrepresentation of school data by a lone respondent.

CGOSB2, facilitative environment, is then formed as the sum of its parts. CGOSB208 is the school average of each unit score on zGOSB208. CGOSB201, the general descriptor of facilitative environment, contributes a maximum of 36 points, while each of the six remaining indicators contributes a maximum of 4 points. Thus the maximum possible value of CGOSB2 is 60 units.

Research and Development (CGOSB3)

CGOSB3, the Research and Development component of CGOSB, is a weighted sum of the respective general staff means on four items. These items include: HV11097, the degree to which practical problems in implementing IGE are identified and potentially solved; HV11098, field testing and evaluating newly developed curricular materials; HV11099, developing and evaluating innovative teaching techniques; and HV11100, identifying external agencies to participate in research and development in the school. The school means of staff responses to these items are summed, and then divided by two. This yields a maximum value of eight units on CGOSB3.

General Operating Style (CGOSB)

CGOSB, General Operating Style, is, finally, measured as the sum of each of the three components. CGOSB1, HSC relations, contributes a maximum score of 36; CGOSB2, facilitative environment, contributes a maximum score of 60; and CGOSB3, research and development, contributes a maximum score of 8, yeilding a maximum value of 104 for CGOSB.

Distribution and Internal Consistencies of the Scaled Composite

Summary statistics for GOSB in the Phase I sample of 156 schools are: mean - 58.178; SD = 9.908; median = 57.934; minimum = 27.083; logical minimum = 0; maximum = 83.682; and logical maximum = 104. A histogram for GOSB is included in Figure 2. The internal consistencies (Cronbach's α's) are included in Table 2.

The relation of internal consistency to reliability in general and to validity can be difficult to understand. A composite whose constituents have high internal consistency may or may not possess high test-retest reliability. Conversely, a composite that has high test-retest reliability may have low internal consistency. Any composite that measures a homogeneous construct should rightfully be expected to have high internal consistency, but a composite that measures a construct which combines several facets which are empirically unrelated should not necessarily have high internal

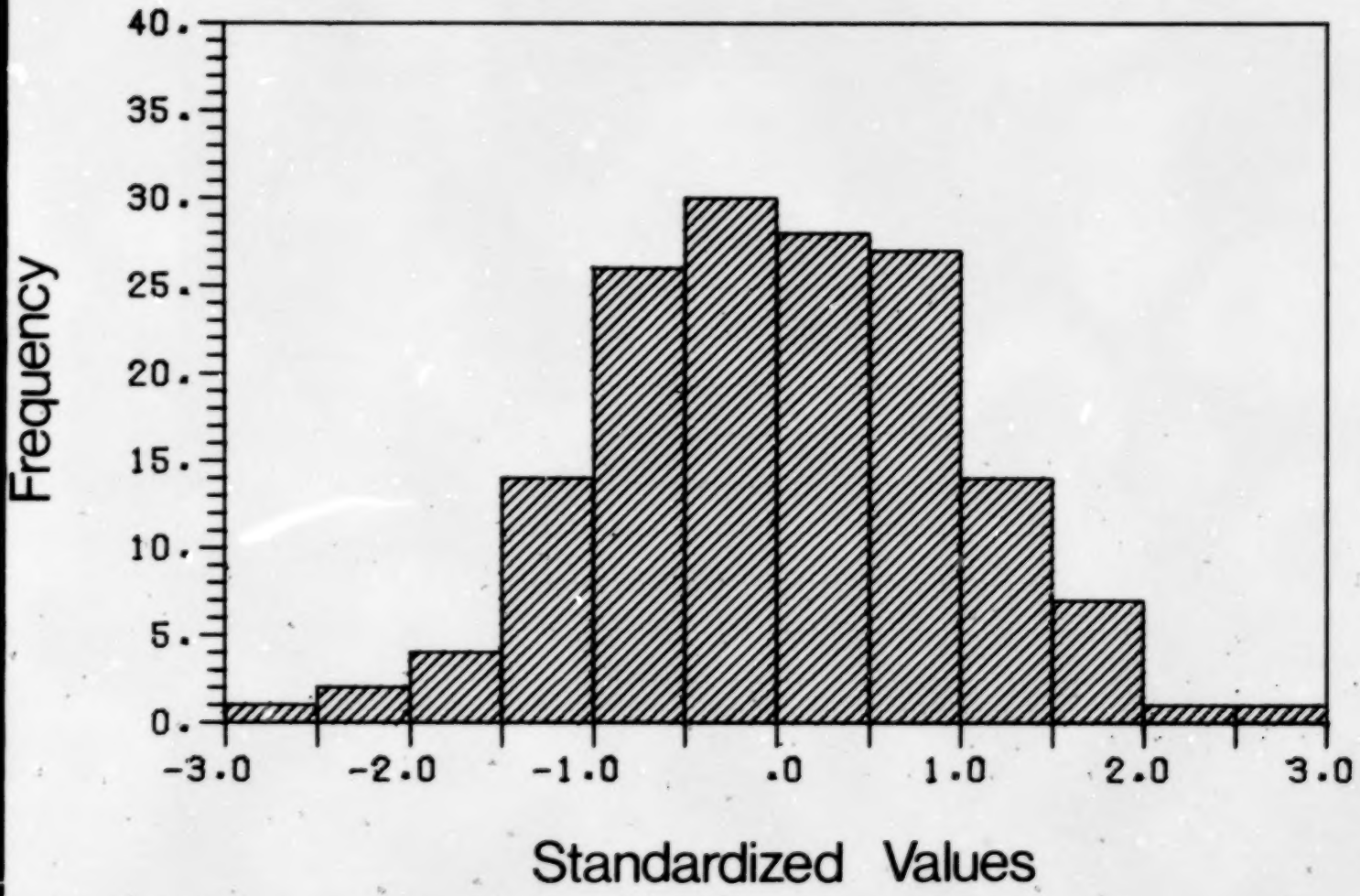


Figure 2. Procedures Fostering Coordination and Improvement of the School Program.

Table 2

Internal Consistencies of GOSB and Its Constituents

	Variable	α
Composite	GOSB	.66673
Constituents:	GOSB1	.31836
	GOSB2	.21349
	GOSB3	.92114

consistency, as noted by Cronbach and Meehl (1955)[3]. Several of the composites used in Phase I fit the latter description, and, accordingly, should not be expected to have high internal consistency.

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[3]Cronbach, L. J., & Meehl, P. E. Construct validity in psychological tests. Psychological Bulletin, 1955, 52, 281-302.

Appendix A: Item Pool Selected

Files A,B: Unit as Case

zV22030
zV22031
zV22033
zV22034
zV22035
zV22037
zV22041
zV22042
zV22044
zV22045
zV22046
zV22048

Files F,G: Unit Teacher as Case

zV23004
zV23005
zV23006
zV23017

File C: School as Case

CV137D2
CV137D3
CV137F3
CV21021
CV21023
CV21025
CV21048

File H: General Staff as Case

HV11031
HV11032
HV11062
HV11063
HV11076
HV11077
HV11078
HV11079
HV11084
HV11085
HV11086
HV11087
HV11097
HV11098
HV11099
HV11100
HV17017
HV17018

Files A,B: Unit as Case

zV22030	30	Has clearly defined responsibilities in the unit
zV22031	31	Has a wide range of tasks in and for the unit
zV22033	33	Is evaluated by the unit staff and/or principal
zV22034	34	Usually attends the unit meetings
zV22035	35	Is included in inservice training for the unit as a whole
zV22037	37	Is kept very busy by unit needs
zV22041	41	Has clearly defined responsibilities in the unit
zV22042	42	Has a wide range of tasks in and for the unit
zV22044	44	Is evaluated by the unit staff and/or principal
zV22045	45	Usually attends the unit meetings
zV22046	46	Is included in inservice training for the unit as a whole
zV22048	48	Is kept very busy by unit needs

File C: School as Case

CV137D2 — Is it your school's policy to rotate the unit leader role among unit teachers?

___2. No (Go to E below) ___1. Yes

CV137D3 — How often are the leaders rotated?
___1. less than once a year; __2. once a year;
___3. twice a year: __4. more than twice a year

CV137F3 — Do you have an Instructional Materials Center?
___2. No ___1. Yes
Do you have regular IMC staff?
___2. No ___11. Yes, Fulltime
___12. Yes, Partime

CV21021 21 — How often do you evaluate your IIC meetings or IIC activities and functions?

(0) Rarely
(1) Sometimes
(2) Frequently
(3) Continuously

CV21023 23 — Dealing with--explaining to, or getting support of --parents

CV21025 25 — Planning and arranging in-service training for the whole staff

CV21048 48 — How many people worked on this questionnaire?

(0) 1
(1) 2-3
(2) 4-5
(3) 6-7
(4) 8-9
(5) 10-11
(6) 12 or more

Files F,G: Unit Teacher as Case

3 Is there a particular group of students in the unit who are "yours"?

(0) No
(1) Yes

If you marked (1) *Yes* for question 3, please indicate which groups are "yours" by marking (0) *No* or (1) *Yes* for questions 4-8. If you marked (0) *No*, skip questions 4-8.

zV23004 4 Homeroom group (at start of day and perhaps at end of day)

zV23005 5 A group for parent contact, parent conferences, progress reports

zV23006 6 A group for whom the total school experience is monitored; guidance is offered

zV23017 17 Relating to parents and answering parent information needs unit

File H: General Staff as Case

HV11031	31	Each teacher serves as a teacher-advisor for part of the students.
HV11032	32	The IIC functions effectively to co-ordinate the educational program of the school and its program of staff development, home-school-community relations, research and development, and external relations, taking into account district and state requirements and the needs and objectives of each I & R unit.
HV11062	62	An instructional materials center (IMC) is established at the school.
HV11063	63	The instructional materials center (IMC) is staffed by certified personnel.
HV11076	76	The school's procedures for interpreting and reporting each student's progress and problems to the parents are effective.
HV11077	77	Human resources, particularly volunteers, are recruited for participation in the school's activities.
HV11078	78	Material resources of the community are used within and outside the school building in the instruction of students.
HV11079	79	Visitations in the home and in the school are used to increase effective communication and conflict resolution.
HV11084	84	The I & R Units, the IIC, and the SPC cooperate in assuring that essential material resources of all kinds are available in quantities needed for excellent instruction.
HV11085	85	Noncredit workshops and other staff development activities involving only school and district personnel are arranged for preceding the opening of school and during the school year.
HV11086	86	The entire staff of your school, or selected members as appropriate, participate in non-credit staff development activities and in credit courses conducted by external agencies and institutions.
HV11087	87	The SPC and IIC cooperate to provide the time during the school day and during the school year for staff development in the amount needed for effective education.

HV11097 97 Practical problems in implementing ICE are identified and solutions to them are sought in your school.

HV11098 98 Newly developed/prepared curricular materials for possible district-wide adoption are field tested and evaluated in your school.

HV11099 99 Innovative teaching techniques are developed and evaluated in your school.

HV11100 100 External agencies are identified to participate in research and development in your school.

HV17017 17 Have you attended a workshop or other training to implement IGE in your school or district?

(0) No
(1) Yes

HV17018 18 Have you attended a workshop or other training to implement IGE with people from other districts in your state or other states?

(0) No
(1) Yes

Appendix B: SPSS Commands for GOS

GOSB1: Home-School-Community Relations

Operations to do in file HGENRL:

```
COMPUTE          HGOSB101 = HV11031 + HV11076 +
                   HV11077 + HV11078 + HV11079
VAR LABELS       HGOSB101, HOME-SCHOOL-COMM REL 5 ITEMS
VALUE LABELS     HGOSB101 (20) MAXIMUM
ASSIGN MISSING   HGOSB101  (-99)
```

Operations to do in file FTEACH2:

```
COUNT            FGOSB102 = FV23004, FV23005, FV23006 (1)
RECODE           FGOSB102 (1=2) (2,3=4)
MISSING VALUES   FGOSB102 (-99)
VAR LABELS       FGOSB102, GR 2 RESOURCE PERSON IN H-S-C
```

Operations to do in file GTEACH5:

```
COUNT            GGOSB103 = GV23004, GV23005, GV23006 (1)
RECODE           GGOSB103 (1=2) (2,3=4)
MISSING VALUES   GGOSB103 (-99)
VAR LABELS       GGOSB103, GR 5 RESOURCE PERSON IN H-S-C
```

Operations to do in file CSCHOOL:

```
ADD VARIABLES    CGOSB101, CGOSB102, CGOSB103, CGOSB104, CGOSB105
VAR LABELS       CGOSB101, SUBFILE MEAN OF HGOSB101/
                 CGOSB102, SUBFILE MEAN OF FGOSB102/
                 CGOSB103, SUBFILE MEAN OF GGOSB103/
                 CGOSB104, SUBFILE SUM  OF FV23017/
                 CGOSB105, SUBFILE SUM OF GV23017/
MISSING VALUES   CGOSB101 TO CGOSB105 (-99)
RECODE           CGOSB104, CGOSB105 (0=0) (1 THRU HIGHEST = 2)
```

```
COMPUTE          CGOSB106 = CX21023
RECODE           CGOSB106 (3 THRU 9=0) (0,2=2) (1=4)
VAR LABELS       CGOSB106, TIME WITH PARENTS
COMPUTE          CGOSB1 = CGOSB101 + CGOSB102 + CGOSB103 +
                          (CGOSB104 + CGOSB105) + CGOSB106
VAR LABELS       CGOSB1, COGSB: HOME-SCHOOL-COMMUNITY RELATIONS
VALUE LABELS     CGOSB1 (36) MAX POSSIBLE
ASSIGN MISSING   CGOSB1 (-99)
```

GOSB2: Facilitative Environments

Operations to do in file HGENRL:

```
COMPUTE          HGOSB201 = HV11032 + HV11062 +
                   HV11063 + HV11085 + HV11086 + HV11087 +
                     2* (HV17017 + HV17018) + HV11084

VAR LABELS       HGOSB201, FACIL ENVIRON 8 ITEMS
ASSIGN MISSING   HGOSB201 (-99)
```

Operations to do in file AUNIT2

```
DO REPEAT        PAID = AV22030, AV22031, AV22033,
                        AV22034, AV22035, AV22037 /
                 VOLUNTR = AV22041, AV22042, AV22044,
                         AV22045, AV22046, AV22048 /
                 COMBINE = AGOSB202 TO AGOSB207 /
COUNT            COMBINE = PAID, VOLUNTR (1)
RECODE           COMBINE (2=1)

END REPEAT

COMPUTE          AGOSB208 = AGOSB202 + AGOSB203 +
                   AGOSB204 + AGOSB205 + AGOSB206 +
                     AGOSB207
RECODE           AGOSB208 (5,6=4)
VAR LABELS       AGOSB208, GOS FAC ENVIR: AIDES GR2
MISSING VALUES   AGOSB208 (-99)
```

Operations to do in file BUNIT5

```
DO REPEAT          PAID = BV22030, BV22031, BV22033,
                          BV22034, BV22035, BV22037/
                   VOLUNTR = BV22041, BV22042, BV22044,
                          BV22045, BV22046, BV22048/
                   COMBINE = BGOSB202 TO BGOSB207/
COUNT              COMBINE = PAID, VOLUNTR (1)
RECODE             COMBINE (2=1)
END REPEAT

COMPUTE            BGOSB208 = BGOSB02 + BGOSB203 +
                   BGOSB204 + BGOSB205 + BGOSB206 + BOGSB207
RECODE             BGOSB208 (5,6=4)
VAR LABELS         BGOSB208, GOS FAC ENVIR : AIDES GR5
MISSING VALUES     BGOSB208 (-99)
```

Operations to do in file CSCHOOL

```
GET ARCHIVE        FILE = CSCHOOL   VARIABLES = ALL/
                   FILE = AUNIT2    VARIABLES = AGOSB208/
                   FILE = BUNIT5    VARIABLES = BGOSB208/

ADD VARIABLES      CGOSB201

VAR LABELS         CGOSB201,  SUBFILE MEAN OF HGOSB201
MISSING VALUES     CGOSB201 (-99)
```

```
COMPUTE          CGOSB209 = 0
IF               (CV137D2 EQ 2 AND (CV137D3 LT 1 AND GT4)
                 CGOSB209 = 4
IF               (CV137D3 EQ1) CGOSB209 = 2
VAR LABELS       CGOSB209, UNIT LEADER ROTATION
MISSING VALUES   CGOSB209 (-99)

COMPUTE          CGOSB210 = CV137F3
RECODE           CGOSB210 (BLANK, 0, = 0 (2=2) (1=4)
VAR LABELS       CGOSB210, ASSIGNMENT OF IMC STAFF
```

```
COMPUTE          CGOSB211 = CV21021
RECODE           CGOSB211 (0=0) (1,3=2) (2=4)
VAR LABELS       CGOSB211, EVALUATE IIC

COMPUTE          CGOSB212 = CX21025
RECODE           CGOSB212 (3 THRU 9=0) (0,2=2) (1=4)
VAR LABELS       CGOSB212, IN-SERVICE TRAINING: IIC
ASSIGN MISSING   CGOSB211, CGOSB212 (-99)

COMPUTE          CGOSB213 = CV21048
RECODE           CGOSB213 (0=0) (1 THRU 6=4)
VAR LABELS       CGOSB213, NUMBER OF RESPONDENTS
ASSIGN MISSING   CGOSB213 (-99)

COMPUTE          CGOSB2 = CGOSB201 +
                 (AGOSB208 + BGOSB208) /2 +
                 CGOSB209 + CGOS210 +
                 CGOSB211 + CGOSB212 + CGOSB213

VAR LABELS       CGOSB2, GOSB:  FACILITATIVE ENVIRONMENT
ASSIGN MISSING   CGOSB2 (-99)
VALUE LABELS     CGOSB2 (60) MAX POSSIBLE
```

GOSB3: RESEARCH & DEVELOPMENT

Operations to do in file CSCHOOL:

```
ADD VARIABLES     CGOSB301 TO CGOSB304
VAR LABELS        CGOSB301, SUBFILE MEAN OF HV11097/
                  CGOSB302, SUBFILE MEAN OF HV11098/
                  CGOSB303, SUBFILE MEAN OF HV11099/
                  CGOSB304, SUBFILE MEAN OF HV11100/
MISSING VALUES    CGOSB301 TO CGOSB304 (-99)

COMPUTE           CGOSB3 = (CGOSB301 + CGOSB302 +
                  CGOSB303 + CGOSB304) /2
VAR LABELS        CGOSB3, GOSB: RESEARCH & DEVELOPMENT
VALUE LABELS      CGOSB3 (8) MAX POSSIBLE
ASSIGN MISSING    CGOSB3 (-99)
```

GOSB: General Operating Style: NON-IPM

(Home-School-Community Relations,

Facilitative Environments, Research & Development)

Operations to do in file CSCHOOL:

COMPUTE	GOSB = GOSB + GOSB2 + GOSB3
VAR LABELS	GOSB, GOS: NON-IPM COMPONENT
VALUE LABELS	GOSB (104) MAX NON-IPM SCORE
ASSIGN MISSING	GOSB (-99)
COMPUTE	CGOS = CGOSB

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